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Organizing Centers for Inservice Education in Individualizing Instruction and Learning.
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This pamphlet describes "a project [organized by the District of Columbia Teachers College, Washington, D.C.] in taking inservice education to the profession . . . of using teams of instructors . . . from several universities and professional sources . . . for more than 500 principals, teachers, supervisors . . . in six centers around the city . . . to aid the schools to individualize their teaching . . . a prototype for further inservice centers." Included are a list of six basic concepts developed by each center, a description of staffing, a list of consultants, a brief presentation of the overall planning of the centers, an enumeration of the premises to be tested by the project, and a list of the staff personnel involved. (SG)

ED027236

ORGANIZING CENTERS for INSERVICE EDUCATION IN INDIVIDUALIZING INSTRUCTION AND LEARNING

by

District of Columbia Teachers College

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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District of Columbia Teachers College

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Education 598, the catalog title of "INDIVIDUALIZING INSTRUCTION AND LEARNING," is scheduled to run again in the fall semester, beginning Tuesday, February 13, 1968, for ten consecutive Tuesdays, 3:35-6:25 p.m.

The District of Columbia Teachers College is fully accredited by the Middle States Association of Colleges and Secondary Schools and holds membership in the National Commission on Accrediting.

TEACHERS COLLEGE OPENS SIX INSERVICE CENTERS

With the massive change in the public school system from tracking students to an emphasis on individualizing attention to children, the District of Columbia Teachers College has organized six inservice centers located in several areas of the city to help teachers develop skill in individualizing their instruction and reaching children individually.

Nearly 500 principals, supervisors, teachers, counselors, and librarians in public and parochial schools enrolled in the six centers. Each center itself is a model of team teaching, each center having a staff of four professionals who bring a variety of backgrounds, skills, and interests to the participants. Each center's staff includes a Team Leader and a District of Columbia Teachers College student aide. Centers also may include personnel from the public schools, Curriculum Department, Educational Resources Center, or Educational Media Department.

Concepts.

Each Center develops several basic concepts:

(1) diagnosing the strengths and weaknesses of pupils, (2) setting behavorial objectives thereupon, (3) methods, techniques, skills to individualize learning, (4) using new materials, including educational technology, (5) managing the class under individual learning, (6) inventorying of self.

Although each center must develop the core of the content, the major topics, variation takes place in the development of the Centers as different needs and interests of the participants arise and different philosophies and approaches of Center staff evolve.

Some Pertinent Excerpts from Course Guideline

1. *Diagnozing the Child and Setting the Behavioral objective.* Since learning is very much an individual and internal activity we must establish objectives that will measure observable behavior. This means we cannot say that "the student must understand what a verb is," but rather (B) "given five simple sentences the student will underline all of the verbs with at least 80% accuracy." You see in (b) a statement that tells us andthe student precisely what is expected of him. . . .

2. *Sharpening Methods, Skills, and Techniques to Individualize learning.* Good teaching methods remain at the heart of every effective learning system. Through technology it is now possible to "extend" the good teacher's talents and to raise the level of teaching competency in less able teachers. Well developed programmed instructional units employ certain techniques used by effective teachers for many years, namely dividing the area to be learned into small bits of information and letting the student know how he is doing as he goes along.

3. *Using New Materials.* The recognition of individual differences in human beings is not new, but the technology to capitalize on them is of relatively recent orgin. However, the use of instructional television, video and audio tapes, computer-assisted

4. *Managing the Class Under Individualized Learning.* Individualizing instruction is hard work and time consuming at best, but without an effective and efficient management system, is nearly impossible.

   A few guidelines that you might find helpful in establishing a classroom management system follow . . .

5. *Inventorying of Self.* Individualized learning puts new demands on the teacher but relieves her of others. The teacher is the essential ingredient in the learning process as: (1) an organizer, (2) a diagnostician, (3) a prescriber, (4) a facilitator, (5) a creator. . . .

From position paper developed by David Barbee, Consultant to the College and staff associate of Center for Educational Technology of The Catholic University of America.

Staffing.

Centers are manned by professional educators drawn from institutions of higher education and the public school system as well as from the Teachers College staff. The Sharpe Health School Center (13th and Allison Street, N. W.) is known as the George Washington University Center, headed by GWU Associate Professor Dr. Martha Rashid and Dr. John Bish of the Central Atlantic Regional Educational Laboratory (CAREL), a team member is American University Associate Professor of Education Dr. Edith Grotberg.

The Teachers College team is headed by Dr. Robert G. Williamson, Professor and Chairman of the Division of Education and Psychology, and is located at Hine Junior High School (7th and Pennsylvania Avenue, S. E.).

The Model School Division Center and Team (Lincoln Junior High School) is headed by the Principal of Bancroft Elementary School, Mr. M. Julian West.

Two Department of Supervision and Instruction teams (PSDC), one led by Miss Evelyn Bull, Director of the Department, and the other by Mrs. Grace Hunter Smith,

Supervising Director in the Department, are located, respectively at Paul Junior High School (8th and Oglethorpe Streets, N. W.) and Evans Junior High School (56th and East Capital Street, N. E.).

At the Taft Junior High School Center (18th and Oerry Streets, N. W.) the School of Psychiatry team, lead by Mr. James Jones, directs the learning program.

JIMMY JONES, leader of the Washington School of Psychiatry team, gets over a point on the early importance of setting behavioral objectives for children.

MR. JONES, former teacher and now education specialist with the Equal Employment Opportunities Commission, leads the Teachers College Taft Junior High School Center (18th and Perry Streets, N. E.).

Consultants.

Consultant to the College in the development of the program and its content has been David Barbee of the Center for Educational Technology of the Catholic Univeçsity of America. Mr. Barbee has previously participated in the movement of the Aspen, Colorado, public school system toward individualized instruction and has been a leader in development of the concept and practice of behavioral goals for children over a number of years. This College program will also benefit from consultation from the University of Texas.

Among the College's advisory committee on this project are the Head of the PSDC Curriculum Department, Mrs. LaVerne Walker; Miss Evelyn Bull, Director Department of Supervision and Instruction; Mrs. Roberta S. Barnes, Principal of the Lafayette Elementary School; Mr. Stanley Jacobson, of the NEA National Development Laboratory. The Centers inservice structure has also benefitted from discussions with Dr. Robert Kvarnes, Washington School of Psychiatry and Dr. Irene Hypps, Howard University Department of Education.

Planning.

In the planning of the Centers the President and Dean of the College met with all Team Leaders and other staff personnel to hammer out basic objectives of course, set the fundamental unity, and encourage variation. College coordinator of the overall program in the six Centers is Mr. Rancellear Shorter, Assistant Principal of the College's Truesdell Laboratory School.

The College and the school system are studying the decentralized inservice program for replication and extension. The Board of Education reviewed the program at its meeting 17 August 1967. Board member John Sessions, declared, Centers are to be repeated during this year, according to plans.

Experiment.

To some extent experimental, the overall program tests among several premises the following:

1. That institutions of higher education (IHE) can work together to aid the city's school personnel, or local education agencies (LEA).

2. That decentralization of the education location to the areas where the teachers work or live is helpful in certain situations.

3. That a team of professional educators can bring to a large group of participants (The Model School/Lincoln Center has 110) a planned program of learning activities.

4. That inservice education on a large scale is possible.

5. That a teacher education student aide can help the program and also learn something of value to him as he trains for teaching.

STAFF PERSONNEL FOR EDUCATION 598

"Individualizing Instruction and Learning"

The Hine Junior High School Center - Teachers College Center

Dr. Robert G. Williamson, Team Leader. (Professor and Chairman of the Division of Education and Psychology, DCTC.)
Mrs. Mary Gant Turner. (Assistant Director, Adult Basic Education.)
Mrs. Guinevere D. White. (Assistant Professor of Mathematics, DCTC.)
Mr. Virgil J. Young, Program Coordinator. (Educational Resources Center.)
Mrs. Doris Rudder - Student Aide

The Lincoln Junior High School Center - Model School Division Center

Mr. M. Julian West, Team Leader. (Principal, Bancroft Elementary School.)
Miss Edith P. Baxter. (Innovation Team, Model School Division.)
Mr. J. Weldon Greene. (Assistant Principal, Meyer Elementary School.)
Mrs. Judine B. Johnson. (Innovation Team, Model School Division.)
Miss Jeannette Robinson - Student Aide

The Paul Junior High School Center

Miss Evelyn Bull, Team Leader. (Director, Department of Supervision and Instruction, PSDC.)
Mrs. Margaret F. MacIver. (Program Coordinator, Educational Resources Center.)
Mrs. Lorraine H. Whitlock. (Elementary Supervisor, Department of Supervision.)
Mrs. Demaris J. Williams. (Elementary Supervisor, Department of Supervision.)
Miss Dora E. Dale - Student Aide

The Sharpe Health School Center - George Washington University Center

Dr. Martha Rashid and Dr. John Bish, Team Leaders.

Sharpe Health School Center Continued . . .

(Associate Professor of Education, George Washington University; Research Associate, Central Atlantic Regional Educational Laboratory (CAREL), respectively.
Mr. Walter H. Brooks. (Program Coordinator, Educational Resources Center.)
Mrs. Gloria Horroworth. (Assistant Professor, George Washington University.)
Dr. Edith Grotberg. (Professor of Education, American University.)
Miss Charlotte Burton - Student Aide

The Taft Junior High School Center

Mr. James Jones, Team Leader. (Senior Educational Specialist, Equal Opportunity Commission.)
Dr. Elias Blake, Jr. (Director of Evaluation, Institution for Services to Education.)
Mr. Anthony C. Campbell. (National Manager, Education Systems 3M Company.)
Mrs. Joanne Parker. (Research Associate, Central Atlantic Regional Educational Laboratory.)
Miss Sheila High - Student Aide

The Evans Junior High Center

Mrs. Grace Hunter Smith, Team Leader. (Supervising Director, Department of Supervision and Instruction, PSDC.)
Miss Bertie L. Rogers. (Instructor, Programmed Instruction, Center for Educational Technology.)
Mrs. Inez G. Woods. (Elementary Supervisor, Department of Supervision.)
Mrs. Wilma W. Wood. (Elementary Supervisor, Department of Supervision.)
Miss Sheila Jacobs - Student Aide

Coordinator--Mr. Ransallear Shorter, Assistant Principal of the College's Truesdell Laboratory School

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Paul Cooke
President